

The 10 Components of a Schoolwide Program

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- The Department of Education has developed no required format for schoolwide plans
- The Montana Office of Public Instruction does not have a required format either
- A template is available on the website
- Schools are free to write plans in their own narrative form as long as all the required components have been addressed
- Approved Schoolwide plans will need to be entered into the Continuous School Improvement Plan
- We would appreciate an index that will allow us to make sure that all the components are there.

Schoolwide Plans

- Comprehensive Needs Assessment
- School Reform Strategies
- Instruction by Highly Qualified Professional Staff
- High-Quality and Ongoing Professional Development
- Strategies to Attract Highly-Qualified Staff
- Strategies to Increase Parental Involvement
- Preschool/Other Transition Strategies
- Teacher Participation in Making Assessment Decisions
- Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
- Coordination and Integration of Federal, State, and Local Programs and Resources

10 Components of a Schoolwide Plan

- USED has developed a guidance packet for schoolwide programs
- It contains the 10 components of a schoolwide plan
- www.ed.gov
- Schools should use this guide to make sure that all components are addressed
- Located on pages 49-55 of the document

Federal Guidance Packet

- In developing a schoolwide program, a school must look at multiple data sources to identify the most pressing academic needs affecting the teaching and learning program.
- This data will help the school monitor and assess what is going on in the program presently to help make better decisions in the future.
- Analysis of this data will help to determine the strengths and weaknesses of the academic program.
- Decisions must be based upon data-not feeling or guesswork.

Comprehensive Needs Assessment

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- Strategies that increase the quality and quantity of instruction using research-based strategies
- Research-based reform strategies are directly aligned with the findings of the needs assessment
- Provides a detailed, enriched, and accelerated curriculum for all students
- Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major student groups participating in the schoolwide program
- Addresses specific strategies that assist teachers in determining if student needs are met

School Reform Strategies

- Teachers and paraprofessionals meet the highly-qualified requirements
- Parents are aware of the highly-qualified status of all teachers
- All teachers are assigned to areas in which they are certified to teach

Instruction by Highly-Qualified Professional Staff

- All staff are trained to meet the individual needs of all students
- Especially the lowest achieving students of any program that is included in the schoolwide program
- All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan

High-quality and Ongoing Professional Development

- The school is allowed to provide incentives for highly qualified teachers to teach in high need schools
- Only teachers who are highly-qualified are assigned to low achieving students
- This policy is in effect throughout the district

Strategies to Attract Highly Qualified Staff

- Specific strategies to increase parental involvement are based upon the results of the needs assessment and have been implemented
- Strong collaboration with community resources is evident
- Parents are included as decision makers in a broad spectrum of school decisions

Strategies to Increase Parental Involvement

- Collaboration is evident between the elementary school and preschool programs if applicable
- Specific strategies for helping students transition into the elementary setting have been identified and implemented
- Should also look at Kindergarten to 1st grade, elementary to middle school, and middle school to high school

Preschool/Other Transition Strategies

- A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school-based assessments
- Student performance drives modifications and improvements in the selection and use of school-based assessments

Teacher Participation in Making Assessment Decisions

- The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the state standards
- Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state standards
- Thematic, integrated instruction designed to accommodate the needs of the various learning styles is provided

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

- The school has established its improvement plan based upon need, and it is knowledgeable about and uses all resources available to the school to meet its goals

Coordination and Integration of Federal, State, and Local Programs and Resources

- United State Department of Education
 - www.ed.gov
- Schoolwide Program Planning Guide
 - <http://www.opi.mt.gov/pdf/TitleI/10SchoolWidePlanGuide.pdf>
- Comprehensive Needs Assessment Process
 - <http://www.opi.mt.gov/pdf/TitleI/CompNeedsAssessProcess.pdf>

Resources

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